

# CARNET COLLÉGIAL



Fédération nationale  
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## A hot, hot autumn!

**T**he back-to-school period kicked off with strong mobilization across the CEGEP system as we get set to wrap up our first year of bargaining on our new collective agreement. The offers tabled by management in October 2014 were light-years away from teachers' demands, and the most recent global proposal from the college management negotiating committee (CPNC) has done nothing to calm their ire. If this wasn't immediately obvious from their powerful mobilization, it certainly was from their heavy participation in general assembly votes that led to clear and unequivocal mandates to strike. There will be no denying teachers' determination to improve working conditions, protect the quality education and strengthen the CEGEP system across Quebec. As the pace of the negotiations intensifies, so shall the pressure tactics.

In September, we sat down with policy advisors in Minister Blais' office to discuss a number of issues of concern, including our CEGEPs in the regions, continuing education, wage relativity and distance learning. We also expressed the hope that, within the context of our ongoing collective bargaining talks, Minister Blais would be available to facilitate the negotiations to help move things along. This request appears to have fallen on deaf ears, which makes us wonder about the minister's real commitment to serving as a go-between on educational matters, especially in the midst of the negotiation period...

We also further fleshed out our positions on the recommendations contained in the *Rapport du chantier sur l'offre de formation collégiale*, otherwise known as the Demers

Report. We will be presenting some of these, particularly the ones dealing with regional CEGEPs and the long-term viability of the network, in an October meeting with Nicole Rouillier, who chairs the committee set up by Minister Bolduc to implement the recommendations.

There have been a number of developments on the local level, as well, that are worthy of mention. At Alma CEGEP, where the labour climate has been strained for some time, the union is finally seeing the light at the end of the tunnel with the recent departure of the DG. Lévis-Lauzon CEGEP, for its part, recently put an action plan into effect as the union continues in its efforts to preserve the academic council in its current form and to maintain the spirit of collegiality that has been a hallmark of the labour structure since the inception of the CEGEP system. As for the unions at Champlain Regional College's St. Lawrence and Saint-Lambert campuses, they are determined to ensure that their colleges become CEGEPs in their own right, and the support is mounting.

Forecasters are calling for a hot fall, and we plan to be right in the heat of the action! We'll be taking to the streets in droves on October 3rd for the province-wide demonstration and joining picketers two days later to mark International Teachers' Day.

Nicole Lefebvre  
FNEEQ Vice-President

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# A mobilized start to the school year!

The picket signs, scarves, buttons and pamphlets piled sky high in union offices are a sure sign that the pressure is ramping up in our CEGEPS, where the campaign of widespread disorder is in full swing. "Teachers United" everywhere have pledged to disrupt the back-to-school period in protest of the lack of progress at the collective bargaining table.



Renaud Poirier-St-Pierre  
Information Officer - CSN Public Sector

**For the first time in the history of our CEGEPs, teachers are negotiating with a single voice! Having joined forces in the *Alliance des syndicats des professeures et des professeurs de cégep* (ASPPC), FNEEQ-CSN and FEC-CSQ are sitting down at the same bargaining table and have adopted a joint action plan.**

**T**he *Regroupement cégep* has adopted the same plan of action it has been following for years: to give the local unions full autonomy to carry out their local mobilization campaigns within an effective province-wide movement of coordinated action. Noisy demonstrations, disruption of opening-year addresses, awareness-raising in the college community about labour's positions and blanket posterage in our CEGEPs were some of the more commonly-used tactics, and they paid off: for a full two weeks, we were in the news each and every day, earning us a total of 70 mentions in the national and local media during that period.

These acts of solidarity were an opportunity to denounce the attacks being waged against our profession by the college management negotiating committee (CPNC). These include increases in our workload (more course preparation, larger class size, longer teaching hours), and greater job precarity resulting from, among other things, the limited access to tenure and job security.

CEGEP teachers also took advantage of the start of the new academic year to reiterate their demands to their college administrations. Labour negotiators, it will be recalled, have been given the mandate to fight job precarity, particularly in the continuing education sector, strengthen professional autonomy, preserve the viability and sustainability of the college network and secure the resources needed to ensure the academic success of students with disabilities (SWD).

With the campaign of disruption well under way, the Common Front has been consulting employees to determine their willingness to strike. At FNEEQ, all of the unions that have held votes to date have come out in favour of strike action. The next major show of mobilization and solidarity will play out on the streets of Montréal this coming October 3rd with a province-wide demonstration by the Common Front. We hope to see you there in droves! ■





# Foreign student interns Welcome to Canada!

In February 2015, a serious matter was referred to FNEEQ by one of its member unions concerning foreign students who come to our colleges to do an internship in Quebec. At issue is an amendment to Citizenship and Immigration Canada's International Mobility Program—made smack-dab in the middle of the academic year—that modifies the status of foreign interns to reclassify them as foreign workers, even though they are unpaid. It is a change that threatens the very future of foreign student internships!

Sébastien Brousseau  
Assistant coordinator - Regroupement cégep

**T**his decision is not inconsequential. First of all, it makes it more complicated to obtain visas for the visiting interns, the majority of whom are from France. It also has a very real impact on the CEGEPs themselves, in that it jeopardizes their partnerships and exchange agreements with France's *Instituts Universitaires de Technologie* (IUT), as well as with the businesses and research centres that have been offering internship opportunities to these students for years.

In some colleges, internships represent the same workload whether they are for a foreign student or a Quebec student: the teacher is still responsible for finding them an on-the-job placement, as well as for supervising and evaluating them. It is no surprise that this change

is causing major headaches for a good many departments.

FNEEQ made representations to elected officials in Quebec and Ottawa—and more pointedly to federal Immigration Minister Chris Alexander—to have the internships between Quebec CEGEPs and France's IUTs exempted from this change on the grounds that these interns are not paid and should therefore not be lumped in with foreign workers. The most pressing concern in the short term was to secure an immediate reprieve for the CEGEP internships already planned for the year in progress. Against all logic, the ministry has refused to budge and is maintaining that the program change will continue to apply in

the same way to student interns as it does to foreign workers.

CSN will be taking up the cause once again with Ottawa in an effort to explain the need for an exemption for foreign interns under the IMP, which contains a provision that allows for such a possibility "where there are reciprocal and significant benefits for Canadians and other competitive advantages for Canada."

Will we have a more attentive ear in Ottawa after the October election? ■





## The path to success?

The number of students with disabilities (SWD) in Quebec's CEGEPs and universities is steadily rising. FNEEQ can never go far enough in championing the principle of inclusive education, which is founded on the right to equal opportunity and, by extension, to non-discrimination guaranteed under our charters of rights and freedoms. Yet that is not to say that the inclusion of SWDs in college classrooms isn't presenting certain challenges to those whose job it is to teach them.



Isabelle Bouchard  
Comité national de rencontre (CNR)

**S**tudents with disabilities often have special needs that require teachers to incorporate specific accommodation measures into their teaching plans. At the elementary and high school levels, teachers have mechanisms in their collective agreements that, while perhaps insufficient, factor in some of the additional work that has to be performed in these cases. There are still no such mechanisms in the college sector, despite the results of a recent bipartite report showing the significant impact this is having on workload.<sup>1</sup>

Universal design for learning (UDL) is an educational framework that is being advanced by some research groups and by the *Commission des droits de la personne et des droits de la jeunesse* (CDPDJ) as a solution for optimizing the inclusion and academic achievement of SWDs. What exactly is UDL and what is its value? Here are our preliminary thoughts.

### Summary of the approach

The concept of "universal design" traces its origins to the United States, when authorities were looking for ways to facilitate the rehabilitation and mobility of soldiers who had been injured in war. This led to the emergence of the universal design movement in architecture, an approach to designing buildings that takes the needs of people with disabilities into account by incorporating such things as automatic doors, access

ramps, pictograms and accessible light switches, and so on. While these amenities were first introduced to serve the needs of people with disabilities, it soon became evident that they were also useful on a more universal scale. The elevators installed in Montréal metro stations, for example, not only facilitate access to the system for the disabled, but also for young families and seniors.



**"THERE'S NO SUCH THING AS A  
TYPICAL LEARNER"**

1 La présence de la population étudiante ayant des besoins particuliers (PEBP) et son impact sur la charge d'enseignement, Report from the *Comité national de rencontre* (CNR), April 2013

Identifying and understanding the ins and outs of this approach as it applies to education is no simple task given its relatively recent introduction on the Quebec educational scene and the limited amount of information that exists detailing its theoretical foundations. Based on our current understanding, UDL basically transposes the principles of organization in the built world onto the world of education. It consists of designing, in advance, the educational arrangements that will promote learning among SWDs and be of benefit to all students. According to some advocates of UDL, the personalized approach to accommodation more widely used in our colleges is destined to fail because it demands too many resources. In their view, UDL is a far simpler and more sustainable solution, in that it makes it possible to address not only the difficulties SWDs are facing, but also those affecting other traditionally vulnerable groups like students whose mother tongue is neither French nor English, immigrant students, the gifted and challenged, and students experiencing temporary difficulties.

Universal design for learning is seen as a transversal approach because it starts from the principle that there is more than one type of learner and recognizes the variability in ways of learning. It suggests that knowledge is acquired in different ways: through reasoning, the senses and emotional learning. It is at odds with the more “conventional” forms of assessing learning—which it views as confusing in terms of goals and means of evaluation—and instead advocates the development of a wider range of methods for evaluating a single competency, with students free to choose the one that best suits their needs. This would make for a more sustainable framework in that it encourages greater autonomy among the students, who then have less need to avail themselves of the adapted services, which in turn generates savings for the school. UDL also submits that it is not the student who must adapt to the environment, but the environment that must adapt the student. In other words, it is not the student who is disabled, but the environment

that is maladapted, which, overall, is an interesting perspective.

Some proponents of UDL say the approach boils down to giving students three options: written or audio course notes, a wider selection of types of assignments that can be done, and more time for completing tests in class. Others maintain UDL is a broader educational framework that calls for the deployment of a multitude of adapted pedagogical strategies, from course plan presentation through to practical assignments and course delivery.

In Quebec, there are currently two main inter-level research groups working to have the UDL approach implemented in the education system: the *Centre de recherche pour l'inclusion scolaire et professionnelle des étudiants en situation de handicap* (CRISPESH),<sup>2</sup> and Universal Design for Learning- Faculty Research,<sup>3</sup> a group associated with McGill University.

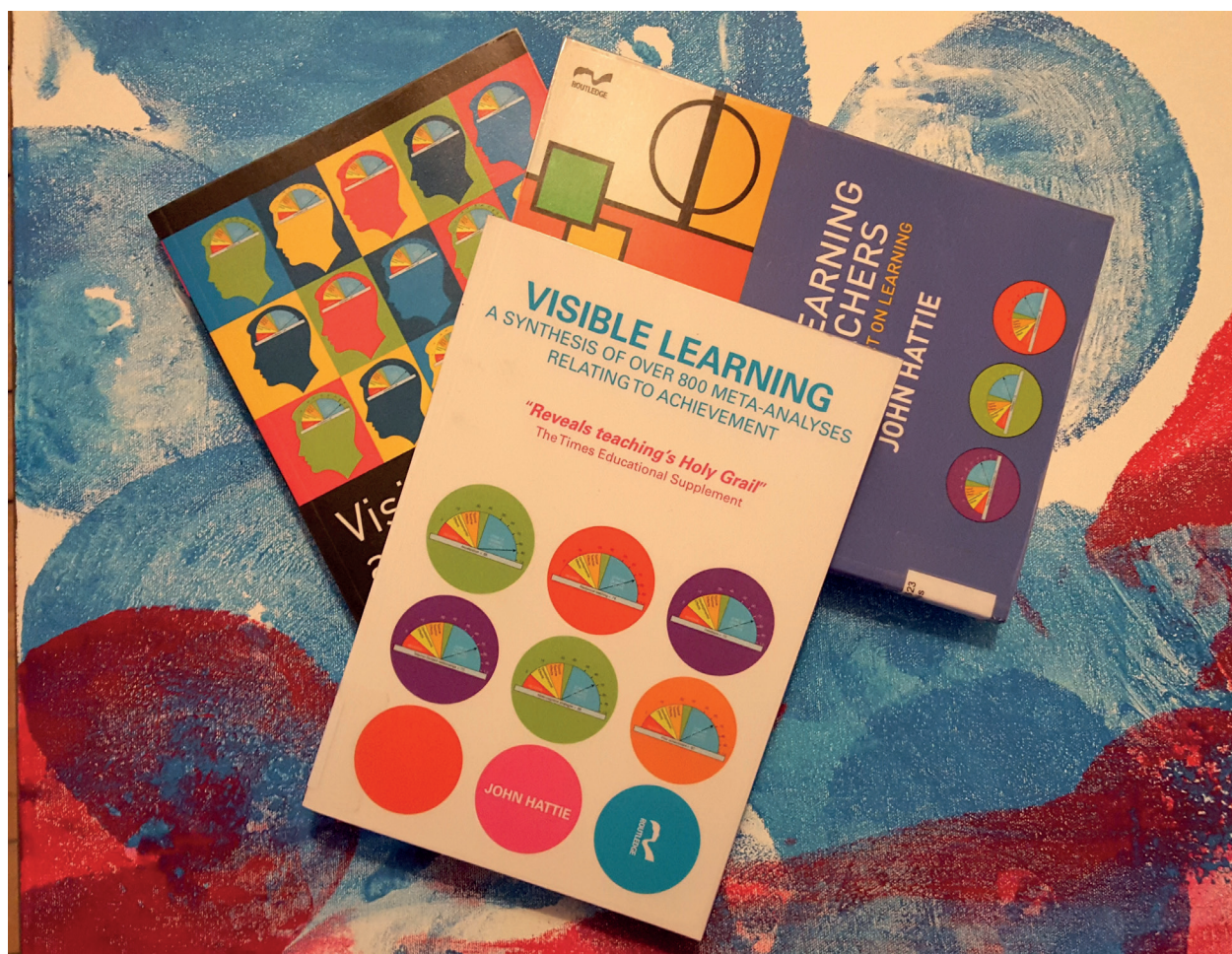
### What is the value of UDL?

While there is no simple way of measuring the value of an educational method, certain indicators allow us to make a preliminary assessment of the UDL approach. As we saw from the high school reform, there is no such thing as a magic solution in education, and UDL must be seen as one ingredient among others. Indeed, research from Education International (IE)—a federation representing some 396 education-based associations and unions worldwide, among them FNEEQ—strongly indicates that academic achievement is influenced by factors beyond just the ones UDL addresses, including mother’s level of education, academic achievement in high school and socioeconomic factors. Moreover, a major meta-study by John Hattie,<sup>4</sup> professor and researcher in the Faculty of Education at New Zealand’s University of Auckland, compared the results of 800 meta-analyses relating to achievement and found that not enough research has been done on UDL to provide any conclusive data as to its effectiveness in this regard. In fact, the most recent inventory, which dates to 2009, lists only one such study, although this may have since

2 Vieux Montreal, Marie-Victorin and Montmorency Colleges, UQAM and Udm are part of this group.

3 Dawson, John Abbott, Marianopolis and Centennial colleges are part of this group.

4 Hattie, John, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, December 2008



been updated.<sup>5</sup> In short, there is no probative evidence, at least not as of yet, supporting the conclusion that UDL will improve SWD achievement. Where the approach is more compelling, however, is in its inclusive dimension.

At present, programs involving metacognition, word recognition and memory training are generally seen as the most effective means for adequately supporting the learning of SWDs.<sup>6</sup> We believe it would be prudent, at this time, to regard UDL as one approach among many and not as the be-all and end-all solution. Our

experience as teachers has shown us that some students benefit from accommodation measures, while others do much better with a more individualized form of support. As teaching specialists in our respective fields, we are the only ones who can give students the support they need, provided we, in turn, are given the means and resources to do so. ■

5 While we are aware that some have questioned professor Hattie's methodology, his work remains the most exhaustive synthesis of meta-analyses in education to date.

6 H. Lee Swanson, Maureen Hoskyn, Carole Lee. Interventions for Students with Learning Disabilities: A Meta-Analysis of Treatment Outcomes Hardcover – April 23, 1999





France Désaulniers  
Communications Advisor

# Champlain Regional College

## Something's gotta give!

If there were one word to describe the situation at Champlain Regional College over the past few years, it would be *dysfunctional*. One central administration, three campuses, three vastly different student populations... it just isn't working! The unions at the St. Lawrence and Saint-Lambert campuses finally decided to take matters in hand and are ready for a showdown!

Multiregional colleges may have been commonplace when the CEGEP system was first created, but virtually all have long since disappeared to make way for independent institutions. Today, the sole remaining holdout is Champlain Regional College (CRC), with campuses in Lennoxville, Québec City and Saint-Lambert. The running of the college is being hindered by a costly and complex pan-regional structure, and the campuses are reduced to grappling with a redundant administrative system whose resources would be far better spent serving the needs of students in each of their communities. Even an external report commissioned by the college's management and released last May found that a centralized structure is not beneficial when it comes to making decisions on the educational services being offered to students.



Launch of the campaign for autonomy at Champlain Regional College's St. Lawrence campus



Petition signing for the autonomy of Champlain Regional College's Saint-Lambert campus

### Enough already

Since winter 2015, the Saint-Lambert and St. Lawrence teachers' unions, along with those representing support and professional staff, have been calling for separate CEGEP status for each of their colleges. With the growing number of departures due to sick leave, job transfers, administrators leaving for greener pastures and a dysfunctional Board of Governors, a deep sense of malaise had set in to the campuses. The obvious remedy? To take control of decision-making. Independent institutions would mean greater efficiency, more direct services for students and better synergy and partnership between each college and its community. The initiative has been garnering the support of former CRC directors and administrators, students, community groups, business leaders and local politicians.

In short, when it comes to providing quality educational services that are adapted to the needs of students in these diverse communities, nothing beats autonomy! ■

# AQPC Symposium

## The energy of FNEEQ!

It was under the theme "Energy and Synergy...for Higher Education" that the 35th annual symposium of the *Association québécoise de pédagogie collégiale* (AQPC) took place this past June in Saguenay. Hosted by Chicoutimi and Jonquière CEGEPs, this year's edition delved into the various forms of cooperation in teaching and learning. FNEEQ, a partner of the symposium, set up a booth as a contact point to meet and chat with delegates and delivered two workshops to capacity crowds, one by the School and Society Committee and the other by the *Comité de convention du regroupement cégep*.

## Internationalization of higher education: Issues and challenges for Quebec

Isabelle Bouchard, former member of the School and Society Committee

**M**adeleine Ferland and I, representing FNEEQ's School and Society Committee, led a workshop on the findings of the committee's latest study on the internationalization of higher education and the issues and challenges it is posing for Quebec.<sup>1</sup>

We began by outlining the mandate behind this publication: "To produce a study on CEGEP and university institutional policies on internationalization and their effects." For the purposes of the AQPC workshop, our presentation focused exclusively on the college sector.

We then ran through the main orientations currently steering this trend toward the globalization of education. The WTO, UNESCO and OECD are all advancing major international projects for education that are influencing decision-making. The Bologna Process, particularly in its aim to harmonize university degree standards, is also shaping this trend.

The frame of reference for internationalization in the college system, for its part, has been largely determined by the work of *Cégep International* and the positions of the *Conseil supérieur de l'éducation*. Various policies and strategic frameworks lay out the parameters for internationalization. While foreign internships may be the most common form of international activity, the committee examined the many forms these activities can take at the college level. Without listing them all, these can be categorized into five main areas: training, student mobility, international cooperation and export of knowledge, teacher mobility and student recruitment.

Lastly, the presentation allowed us to discuss FNEEQ's stand on student mobility and tuition rates, the kind of model we would like to see developed and the adjustments that need to be made to working conditions. The federation is opposed to the liberalization of tuition fees because we believe international students must not become a source of funding. We believe that the government should be supporting bilateral mobility and that economic status should never be a discriminatory factor. We are against the commercial model of internationalization that sees knowledge as a commodity and that would have the effect of standardizing both content and language of instruction and of imposing a quality assurance process that curbs autonomy. Instead, FNEEQ is committed to promoting a model of internationalization based on cooperation, exchange and the free and unhindered sharing of knowledge.

This workshop was also an opportunity to reiterate the federation's conviction that the internationalization of education must be developed in collaboration with the labour unions and teachers and in the fullest respect of union recognition, academic freedom and professional autonomy. ■

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<sup>1</sup> *L'internationalisation de l'enseignement supérieur : Enjeux et défis pour le Québec* is available in full (in French only) on the FNEEQ Website.

# Departments: From a union perspective

Heavily inspired by the FNEEQ guide entitled *A Look at Departments*,<sup>1</sup> this workshop focused on the federation's position on a variety of topics, from professional autonomy and quality assurance to teaching responsibilities, program committees, and so on. Certain issues were also discussed in relation to the collective agreement, notably the role and responsibilities of the departmental coordinator.

The department is a place for pedagogical cooperation and coordination with regard to disciplinary knowledge. It is an essential structure, and one whose operation is specific to the higher education sector. Peer management within departments is a unique model that allows for both individual and collective autonomy: individual in terms of disciplinary and pedagogical control, and collective with respect to the departmental structure and decision-making process, which together ensure the quality of the education delivered. This has been a hot-button issue ever since the *Commission d'évaluation de l'enseignement collégial* (CÉEC) took up its administrative-heavy approach to quality assurance in education. It is our position that college teaching cannot be reduced to a simple set of procedures to be followed.

When it comes to the quality of our work and to the conditions under which that work is performed, such a narrow view completely ignores a large part of the reality.

Without running through the full list of pedagogical activities associated with the teaching workload, we limited the focus of our presentation to the ones laid out in the collective agreement, even though we are well aware that teachers perform a good many duties that appear nowhere in that agreement. We also looked at the different responsibilities that fall to the teacher, to the departmental assembly and to the coordinator, with particular emphasis on the role and responsibilities of the latter.

While some might think that such a workshop has no place at the AQPC, we believe, to the contrary, that it is important to be reminded of the boundaries of our responsibilities, especially at a time when attempts are being made to heap more and more onto the shoulders of teachers.■



Daniel Légaré  
Convention Committee

1 The presentation document along with the slide show used for the workshop are available online.



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# Student enrolment for the 2015 fall semester

According to the *Fédération des cégeps*, the overall level of enrolment in Quebec's public CEGEPs this year is on par with last year's, with a total of 178,131 students—78,785 of them new admissions and the majority female (57.7%)—enrolled across the province's 48 public institutions.

There has been a net rise in the student population in Laval, which registered 377 students this fall (+5.2%), with more moderate increases recorded at the CEGEPs in Côte-Nord (+2.4%), Montérégie (+2%) and Outaouais (+1%).

On the flip side, enrolment is down in Saguenay-Lac-Saint-Jean, which admitted 434 fewer students this fall than last (-5.2%), as well as in Gaspésie and Îles-de-la-Madeleine (-4.5%), Abitibi-Témiscamingue (-4.4%), Mauricie (-2.3%), Centre-du-Québec (-2.1%), Estrie (-1.5%) and Québec City (-1%).

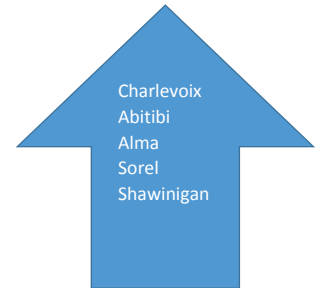
SLIGHTLY DOWN



In all other regions, including Montréal, Laurentides, Lanaudière, Chaudière-Appalaches and Bas-Saint-Laurent, student enrolment remains virtually unchanged from 2014 levels, a stability that refutes ministerial projections to the contrary.

CEGEP students are enrolled in equal proportion in the technical (46.9%) and pre-university (46.5%) sectors, with 6.6% registered in *Tremplin DEC*.

SLIGHTLY UP



The most popular technical programs are Nursing (11,121 students) and Business Management (5,146), whereas Social Sciences and Natural Sciences draw the highest enrolment in the pre-university stream, with 43,654 and 21,792 students, respectively. ■

## Advisory report from the *Conseil supérieur de l'éducation*

### New college diplomas on the horizon?

*France Désaulniers*  
Communication Advisor

The *Conseil supérieur de l'éducation* (CSE) recently published a study on college education entitled *Retracer les frontières des formations collégiales: entre l'héritage et les possibles - Réflexions sur de nouveaux diplômes collégiaux d'un niveau supérieur à celui du DEC technique*.

While it is heartening to see the importance this CSE report places on college training and the key role CEGEPs play in delivering higher education across Quebec, for FNEEQ, maintaining the provincial qualifying diploma is essential to the future of the CEGEP system.

In a release, FNEEQ expressed its support for the creation of a college diploma in specialized studies (DCES) and of an advanced technical diploma, both of which answer a definite need brought up by many college community stakeholders. The idea of a new combined college-university bachelor's degree also seems promising, although FNEEQ has certain concerns about how it would be coordinated between the two education levels and the potential impact it could have on the qualifying DEC.

The CSE is recommending that the *Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche* establish a college-university joint committee to further study the introduction of such a baccalaureate at the college level, which will necessarily require consultation with the key players in education and labour, including, of course, FNEEQ!

What the Quebec government decides to do with this CSE recommendation remains to be seen... ■



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Meeting point: Mont-Royal Park (corner of Park Ave. and Pine Ave.) **Montreal, October 3, 2015 at noon**